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COMPARING THE EFFECTIVENESS OF STAD (STUDENT TEAMS ACHIEVEMENT DIVISIONS) AND TAI (TEAM ASSISTED INDIVIDUALIZATION) IN TEACHING READING

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COMPARING THE EFFECTIVENESS OF STAD (STUDENT TEAMS ACHIEVEMENT DIVISIONS) AND TAI (TEAM ASSISTED INDIVIDUALIZATION) IN TEACHING READING

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Abstract

The study is about comparing the effectiveness of STAD and TAI in teaching reading. There are some models in cooperative learning method and the researcher focus on comparing about STAD and TAI model. Objective of the study is to know any significant difference achievement between the students who were taught by using STAD and the students who were taught by TAI in reading recount text. The research methodology was a quasi experimental research design. The population of the research was the tenth grade students, which was conducted in two groups, the experimental group (X IPS 1) was taught by using STAD model and control group (X IPS 2) was taught by using TAI as the sample. The researcher gave multiple choice test to gather the data. The technique in analyzing the data was *independent t-test*. The research problem could be answered $t_{count} > t_{table}$ ($2,531 > 2,048$) then the null hypothesis (H_0) was rejected. The data of significant 2-tailed < 0.05 . The data was $0.014 < 0.05$ the null hypothesis (H_0) was rejected . The mean value of the experimental class STAD had gotten higher achievement the control class TAI ($75.00 > 67.50$), so the experimental class STAD was effective than the control class TAI for teaching reading recount text. STAD can encourage the students to be more active and interest. Finally, the researcher recommended for the next researcher for supporting interesting media to support STAD and TAI cooperative learning model and should have the good preparation to manage the time in research. The next researcher can compare STAD with another cooperative learning model and genre of the text.

Keyword : STAD, TAI, Reading, Recount text.

Abstrak

Penelitian ini adalah tentang membandingkan efektivitas STAD dan TAI dalam pengajaran membaca. Ada beberapa model dalam metode pembelajaran kooperatif dan peneliti fokus pada membandingkan tentang model STAD dan TAI. Tujuan penelitian ini adalah untuk mengetahui perbedaan prestasi belajar siswa yang diajar menggunakan STAD dibandingkan siswa yang diajar oleh TAI dalam membaca teks recount. Metodologi penelitian ini adalah desain penelitian eksperimental semu. Populasi penelitian adalah siswa kelas X, yang dilakukan dalam dua kelompok, kelompok eksperimen (X IPS 1) diajar dengan menggunakan model STAD dan kelompok kontrol (X IPS 2) diajar dengan menggunakan TAI sebagai sampel. Peneliti memberikan tes pilihan ganda untuk mengumpulkan data. Teknik dalam menganalisis data adalah uji-t independen. Masalah penelitian dapat dijawab $t_{hitung} > t_{tabel}$ ($2,531 > 2,048$) maka nol hipotesis (H_0) ditolak. Data significant 2-tailed < 0.05 . Data $0.014 < 0.05$ nol hipotesis (H_0) di tolak . Nilai rata-rata dari kelas eksperimen STAD mendapatkan pencapaian yang lebih tinggi

pada kelas kontrol TAI (75,00 > 67,50), sehingga kelas eksperimen STAD efektif daripada kelas kontrol TAI untuk mengajar membaca teks recount. STAD dapat mendorong siswa untuk lebih aktif dan tertarik. Akhirnya, peneliti merekomendasikan peneliti berikutnya untuk menggunakan media yang menarik untuk mendukung model pembelajaran kooperatif STAD dan TAI dan harus memiliki persiapan yang baik untuk mengelola waktu dalam penelitian. Peneliti selanjutnya dapat membandingkan STAD dengan model pembelajaran kooperatif dan jenis teks lain.

Kata kunci : STAD, TAI, Membaca, Teks Recount.

Introduction

Reading has three common reading skills for student, namely decoding, comprehension reading and speed. Comprehension reading is from letter and word recognition to understand the meaning at the phrase, sentence, and paragraph level. However, reading also requires be able to pay attention. Students need to identify gist, main ideas, specific details and even make inferences about what they are reading, it can be impact on comprehension. The skill is appropriate for junior high school and senior high school. From some descriptions above, the researcher will conduct a research on the first reading skill that is "*Comprehension Reader*" (Cicerchia,2016) states. Comprehension reader is appropriate for Senior High School in learning many reading text. Recount text becomes material that will be examined because the researcher wants to help student more understand about text that explain about past event and the researcher will research about which the effectiveness methods for research the text. The use of English student for teaching EFL at senior high schools has many benefits for the adolescent student. According to (Harmer J, 2007:99) in his book "*How teach English*" part reading, reading is useful for language acquisition. Providing that student more or less understand what they read. Teaching reading is difficult activity for teacher to teach and make student likes with reading activity. English class should involve an effective teaching and learning methodology organized. The researcher will conduct the research about reading skill with students apply *curriculum 13 revision* that one of state 'KI-4 : Processing, reasoning, and serving, in the realm of the concrete realm and the realated realm with the development of the self-study in schools and being able to use method appropriate with scientific rule. The researcher uses cooperative learning for helping understanding of student becomes a team. The researcher will compare STAD (Student Teams Achievement Divisions) and TAI (Team Assisted Individualization). Both of them are cooperative learning method.

According to Slavin (2005) in his book with the title is "*Cooperative Learning*". STAD is the one of cooperative learning simple methods and the best method for teacher. STAD consists of five interlocking components: Class presentations, teams, quizzes, individual improvement scoring, and team recognition. In original STAD is the activity for students to work together in their groups. Each other in completing tasks suit with the question, and providing each other with feedback in order to improve their reading comprehension. Furthermore, they influence each other to achieve mutual goals, act in trustworthy ways. The reason for the selection of STAD is to enhance good interaction among students and finally to increase interpersonal skills. STAD adds an extra source of learning within the groups because some high achievers act as a role of tutor, and consequently results high achievements. Finally, it provided the students by teaching them to work with their collages competently and successfully (Balfakih,2003 cited in Al Zu'bi,2013), helping student with their friends, before they do the reading individually. This research is very important and interesting because the researcher will compare with TAI (Team Assisted Individualization). Then, TAI (Team Assisted

Individualization) is one of cooperative learning method from (Shlomo,2009) theory in his book title "*Handbook Cooperative Learning*" learning to adopt from individualization. The components: Team study, Placement Test, Student Creative, Team Study, Team score and Team recognition, Teaching Group, Fact Test and Whole Class Units. Teacher delivers lesson to various groups. Students can learn it quickly without wasting time. In that case, element from TAI (Team Assisted Individualization) are team. The researcher make a group, every group consist 4-5 students. They work on their units in their teams, using the following steps: The students form into student creative. They locate the unit that they are working on and bring it to the team area, they give their answer sheets to the student on their left. Each student reads his or her instruction sheet, asking teammates. Each student works her own skill sheet and then has his or her partner check the test. The teacher teaches in the class and will get score from fact test on post-test.

The similarity between STAD (Student Teams Achievement Divisions) and TAI (Teams Assisted Individualizations) are same of cooperative learning models. The ways of teaching and learning discussions together with a team consist of 4-5 students that makes student more study independent and the last activity the teacher gives reword for student get best score . The differences between (Student Teams Achievement Divisions) and TAI (Teams Assisted Individualizations) are STAD uses teacher presentations in front of the class but TAI does not use. TAI uses peer teaching in a group and problem solving in the last with teacher but STAD does not use. The reason of researcher conducts the theories come from Slavin and Kagan to research comparing the effectiveness of two different methods: STAD (Student Teams Achievement Divisions) and TAI (Team Assisted Individualization) those are methods uses group to make student Although, the goal is almost same that is check individual score every student and check the effectiveness. The research is worth doing. The researcher wants to know which one of effectiveness of two cooperative learning methods beside some previous studies. Meanwhile, There are some previous studies related in teaching English using STAD. The first previous study come from department of English –Ajloun University college Al-balqa' applied University- Jordan (Al-Zu'bi,2013) with title "*The Impact of STAD On EFL Reading Achievement Low ,Average And High Achieving Students In Al Balqa Applied University*". The result indicated that STAD had statistically significant effect on reading. So, Al-zu'bi recommended to conduct research on STAD and applied with other teaching method. From the suggestion of one previous study about that the researcher choose STAD and another method that is TAI. The second previous study come from (Nuroh,2018) in her journal article title is "*The Use of Co operative Learning Through Tai (Team Assisted Individualization) In Reading Comprehension*" and published on Cript journal of linguistic and English teaching. The researcher use team assisted individualization for check understanding of Midwifery faculty reading. The conclusion is students respond well to cooperative learning model type Team Assisted Individualization (TAI) to improve students' reading comprehension. This cooperative learning type Team Assisted Individualization (TAI) can be the one of the model to teach reading comprehension. From the previous study the researcher know that TAI is effective for teaching reading. Next, the third previous study comes from Imam Khomeini International University, Qazvin, Iran. The title is: "*The Effects of STAD and CIRC on L2 Reading Comprehension and Vocabulary Learning*" by (Zarei,2012). The experimental groups were taught in cooperative learning with methods of the 'Student Teams-Achievement Divisions' (STAD) and 'Cooperative Integrated Reading and Composition' (CIRC), the control groups were

taught in a non-cooperative method. The result is STAD and CIRC is effective in teaching reading.

The previous study above give the researcher is enlightenment: the effectiveness of STAD ,TAI and combine with another method. So, the recommended to conduct research on STAD and compare with other teaching method. Therefore, the researcher filled the gap by conducting STAD (Student Teams Achievement Divisions) with TAI (Team Assisted Individualization) by the previous studies at the boarding school which have not been examined before. The purpose this activity is making student's happy and keep on fire to study together with team, but they have individual score in the last score. The researcher intends to examine the learning method effective in reading comprehension class. In brief, this study has been given a title "*Comparing The Effectiveness of STAD (Student Teams Achievement Divisions) And TAI (Team Assisted Individualization) in Teaching Reading*".

Statement of problem Is there any significant difference achievement between the students who were taught by using Student Teams Achievement Divisions (STAD) and students who were taught by Team Assisted Individualization (TAI) method in reading recount text? After that, the researcher formulated objective of the study. **Objective of the study is** to know any significant difference achievement the students who were taught by using Student Teams Achievement Divisions (STAD) than students who were taught by Team Assisted Individualization (TAI) method in reading recount text.

Theoretical Background

Definition of Reading

Reading is a very important language skill, students need to be able to do a number of things with a reading text (Harmer,2007 :100). Reading has an important role to improve and develop a better of the active, creative and critic for nation's generation. Reading help persons to get knowledge and information from various parts of the world. Reading is receptive skill in teaching learning. Reading can give readers new knowledge. It is often considered as passive activity in English class, but actually the case is not. According to (Alderson, 2000:3) "reading is interaction between reader and the text". The reader is not only look punctuation, some words a text but also understand the text

Type of reading

From the explanation above, according to H. Douglas Brown (2003: 189), the researcher used interactive reading because interactive reading is process of negotiating meaning. It takes the product of that interaction. Understanding the meaning and sense of every sentence in several paragraphs in considered as the product of this type of reading. Typical genres of interactive is recount text

Skill of reading

The relation between micro and macro skill above this research focus on micro and macro skill. In micro skill, students practice their reading by recognizing the written form of the text (grammatical word and grammatical system). In grammatical word such as the word, the letter the sentence or clause and in grammatical system such as agreement, tenses, and pluralizatin. Macro skills focus on From describe events, ideas, infer links and connections between events, deduce cause and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, because most activities in the reading class that will be designed by the researcher focus on understanding the meaning of a

text. Micro skills or macro skills of reading that will be used by our English students in reading class. The student leading to design reading assessment by the teacher.

Descriptive Text

According to Anderson (1997:24) recount text is a text retell past event, usually in the order in which they occurred. Its purpose is either to inform or to entertain the audience. In the text, you find words and phrases used to start, connect a sentence with the next one, and end your composition.

STAD (Student Teams Achievement Divisions)

Student teams Achievement Divisions (STAD) is an extremely well researched, effective approach to mastery of basic facts and information. The students are assigned to four or five member learning teams. STAD is one of the simplest of all cooperative learning method. Teams are made up of high, average, and low performing students, boys and girls of differential or ethnic backgrounds. Research of STAD has also reveal very positive effects on ethnic relations and various types of pro-social development. The use of STAD includes enduring teams and an improvement point scoring system, which provides high motivation for students across the range of ability levels. The following is a description of STAD reproduced by permission with only slight modifications (Slavin,1985 in cited kagan,2009)

The procedure of teaching reading comprehension through STAD method follows the five steps in reading activity. They are: class presentation, team, quiz, individual, and team recognition.

1. Team
 - a. The teacher divides the student into group. Every group consist 4-5 members learning team, with various racial or ethnic group , high, average and low achiever, representative of sexes on each team.
 - b. The teacher explains about recount text to all student
 - c. The teacher shows the student some text it can make student want to know the detail of the text in team
 - d. Each group must understand and discuss about the text
2. Class Presentation
 - a. The teacher present in front of the class.
 - b. The other students realize that they must pay careful attention during the class presentation because doing so will help them do well on the quizzes, and their quiz scores determine their team scores
3. Quizzes.
 - a. After class presentation, the teacher gives some quiz to another team in the class. This goal is checking some information from student gets in the presentation.
 - b. Ask student to answer the question and explain the answer.
 - c. The teacher gives score in each team
4. Individual
 - a. The teacher gives task for individual student.
 - b. The teacher gives score for score individual In addition to the quiz score, students receive an improvement score each week, indicating how well they are performing compared to their usual level of performance.
5. Team Recognition.
 - a. Teams receive recognition for the sum of the improvement scores of the team members.

- b. If one of member does not improve the score so the STAD method is failed. If all member can improve the score , so the Stad method is success.
- c. A newsletter is the primary means of rewarding teams and individual students for their performance

TAI (Team Assisted Individualization)

Teaching learning process there are many kinds method that can be used in reading achievement. One of them is Team Assisted Individualization method. (Sharon,2009) in state that Team Assisted Individualization method is combination of cooperative learning method and individualized instruction whereby heterogeneous groups of individuals work together to master individualized assignment. Students are placed in an individual sequence of the learning material based on test performance

According to Shlomo Sharan (2009) there are same steps It means that can be used help teacher in teaching learning process of TAI:

- A. Teams, namely the formation of a heterogeneous group consisting of 4 to 5 students.
- B. Placement Test, namely the provision of pre-test to students or see an average daily value of students to teachers know the weaknesses of students in a particular field.
- C. Student Creative, carry out the task in a group to create a situation where individual success is determined or influenced by the success of the group
- D. Team Study, which studied the action steps that must be carried out by the group and teachers provide individual assistance to students in need.
- E. Team Scores and Team Recognition, namely the scoring on the work group and provide criteria for the award of the brilliantly successful group and a group that is seen as less successful in completing the task.
- F. Teaching Group, the provision of material briefly before giving the task of the teacher group.
- G. Fact Test, the implementation of small tests based on facts obtained learners.
- H. Whole-Class Units, namely the return of materials by teacher sat the end of time learning with problem solving strategies

Method

Research design in this research was quantitative. The researcher used quasi experimental research class. It was used precisely because such random allocation was not possible or practical. Because the researcher could not use random allocation, the researcher has used the available groups. because the researcher has taken two classes as experimental group and control class .The researcher used post-test only control that (Lestari,2015) group design as data collection, this research conducted to know comparing the effect of teaching English as Foreign Language in reading class especially in reading comprehension recount text. The researcher used STAD (Student Teams Achievement Divisions) as experimental class and TAI (Team Assisted Individualization) as control class.

Population

According to Ary, et al (2010:148) said that population is defined as all members of any well-defined class of people, events, or objects. The population in this research was tenth grade of MA Al-Asy'Ari Keras Jombang. The tenth grade of this senior high school has three classes. The researcher conducted this research because the school still in development to knew the effectiveness of Student Teams Achievement Division (STAD) in teaching reading. Particularly,

in reading comprehension recount text that was taught in tenth grade. That consists three classes, the class is X IPS 1 , X IPS 2 and X IPS 3 which consist of 80 students.

Sample

The researcher uses students of the tenth grade of MA Al- Asy'ari Keras as object of the research, the researcher did not have any chance to make new class because it will disturb the schedule of this school. The researcher used flipping coin to choose the class becomes experimental class and control class. The class X IPS 1 that consist of 30 students as experimental group and class X IPS 2 that consist 30 students as control group. The total sample is 60 students

Procedure of Collecting the Data

There are procedure of collecting the data as follows:

Giving post-test for experimental group and control group to recognize students' ability after following reading class. The treatment consisted of two meetings. Indeed, the researcher needed three meetings for collecting the data. The treatment 1 for experimental group and control group was held on May 11th , 2019 Then, the researcher did the second treatment for experimental group and control group on May 14th, 2019. Next week, The last step was giving post-test for both groups. It was done on May 18th , 2019

Instrumentation

The researcher used a test as instrument. Test used to know the student's writing achievement before students get treatment and after students get treatment.

a. Try out

Before giving post-test, the researcher gave the students try out test to know the validity and reliability of the test. The researcher gave try out in class X IPS 3. Before students get post-test, the researcher gave try out to measure the validity and reliability of the test. The test could be used in pre-test and post-test if the test valid and reliable. instrument of posttest was valid and reliable.

b. Post- Test

Pos-test is test that given after the researcher gives the treatment to the students (experimental group and control group). In this research, the students did multiple choices test

Data Analysis

T-test used for statistical examination of two population means. T-test examines whether two samples are different and was commonly used when two normal distributions had unknown variances and when an experiment uses a small sample size. The reason that the researcher uses t-test (independent t-test) because to check there is differences in independent sample which one has high value. Used an independent-samples t-test when you have two mean scores from two different groups or, in other words, two levels in your independent variable states Larson-Hall (2010:377). The calculated is if the significant is 0,05. H_0 was accepted if $\text{sig} \geq \alpha$ and H_0 was rejected if $\text{sig} < \alpha$.

Result

Based on the output data can be seen that the value of t arithmetic is equal to 2.531. As for $df = n - 2 = 30 - 2 = 28$ Then the formula looks for the value of t table through (0.05,28). So that the t table value is 2.048. The conclusion (independent sample t test). It can be seen that $t_{\text{count}} > t_{\text{table}}$ ($2,531 > 2,048$) then the null hypothesis is rejected. So the alternative hypothesis is

accepted .The conclusion is that there are significant differences achievement in the average posttest between the experimental class and the control class The mean value of the experimental class had gotten higher achievement the control class (75.00> 67.50), so the experimental class posttest is more effective for teaching reading recount text than the control class.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.037	.848	2.531	58	.014	7.500	2.963	1.569	13.431
	Equal variances not assumed			2.531	57.599	.014	7.500	2.963	1.568	13.432

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental Class	30	75.00	10.986	2.006
	Control Class	30	67.50	11.945	2.181

To answer the research problem, the researcher interpret about the significant differences achievement between student who were taught by (STAD) and the student who were taught by (TAI) in reading recount text. It can be seen that the significance value is 0.848. Because the significance value is more than 0.05 So it can be concluded that the group data from the posttest results between the experimental class and the control class have the data homogeny.

Based on the output data can be seen that the value of t arithmetic is equal we could interpret using significant 2 tailed in the data. The data was 0.014 then the null hypothesis is rejected. Because the significant 2 tailed < 0.05. So the alternative hypothesis was not rejected. Beside that to 2.531 as for $df = n - 2 = 30 - 2 = 28$ Then the formula looks for the value of t table

through (0.05,28). So that the t table value is 2.048 of independent sample t test . It can be seen that $t_{count} > t_{table}$ ($2,531 > 2,048$) then the null hypothesis is rejected. So the alternative hypothesis was not rejected. The conclusion is that there are significant differences achievement in the average posttest between the experimental class and the control class The mean value of the experimental class had gotten higher achievement the control class ($75.00 > 67.50$), so the experimental class posttest is more effective for teaching reading recount text than the control class.

Discussion

After the researcher had done the research in 2 classes in experimental class (X IPS 1) and control class (X IPS 2) , applied the treatment, obtained the data and the last conclude it by the significant. The comparison between two cooperative learning model with a reading comprehension by the researcher in this research is established effective It can be seen that calculated by *Independent T-test* of post-test score in experimental and control class. The researcher calculated the data by using t-test formula with SPSS 16.00 to know student achievement after they had been given STAD in the teaching and learning process. The data was 0.014 then the null hypothesis is rejected. Because the significant 2 tailed < 0.05 . So the alternative hypothesis was not rejected and based on the finding from table above, the research problem could be answered $t_{count} > t_{table}$ ($2,531 > 2,048$) then the null hypothesis (H_0) is rejected. So the alternative hypothesis (H_a) is accepted .The conclusion is that there are significant differences achievement between student who were taught by Student Teams Achievement Divisions (STAD) and the student who were taught by Team assisted Individualization (TAI) in reading recount text in the average posttest between the experimental class (Student Teams Achievement Divisions) and the control class (Team assisted Individualization). The mean value of the experimental class (Student Teams Achievement Divisions) is 75.00 and the control class (Student Teams assisted Individualization) is 67.50.The conclusion is the experimental class (Student Teams Achievement Divisions) had gotten higher achievement the control class (Student Teams assisted Individualization). ($75.00 > 67.50$), so the experimental class posttest (Student Teams Achievement Divisions) is more effective for teaching reading recount text than the control class (Student Teams assisted Individualization) on tenth grade in MA Al-Asy'ari Keras Diwek Jombang.

The researcher was supported theory from According to Slavin (2005) in his book with the title is "*Cooperative Learning*" said the one of cooperative learning simple methods and (Slavin,2005 in cited Setiowati,2009) the best method for teacher and the activity for students to work together in their groups and motivating the student to help and support each other in mastering the material that taught by the teacher. Teaching reading recount text in experimental class by STAD (Student Teams assisted Individualization) can encourage the students to be more active and interest. They were also easy to understand the material when teaching and learning process It can be seen on the result of average score of experimental class which better than control class. The students who are taught reading recount text by using STAD (Student Teams assisted Individualization) get better achievement than the students who are taught reading recount text by TAI (Team Assisted Individualization). Each other in completing tasks suit with the question, and providing each other with feedback in order to improve their reading comprehension. Furthermore, they influence each other to achieve mutual goals, act in trustworthy ways to enhance good interaction among students and finally to increase interpersonal skills. The model in this research is got better than TAI (Team Assisted

Individualization) is one of cooperative learning method from (Shlomo,2009) theory in his book title "Handbook Cooperative Learning" learning to adopt from individualization.

From the explanation above, STAD (Student Teams assisted Individualization) cooperative learning model show the effectiveness in teaching reading recount text than TAI (Team Assisted Individualization) in ten grade of MA Al-Asy' Ari Keras Diwek Jombang.

Conclusion

Based on the finding and discussion in the chapter IV, it can be concluded that Student Teams Achievement Divisions (STAD) cooperative learning model is effective for teaching reading recount text. It is established through the result of *Independent T-test*. The reason why the researcher has used *Independent T-test* as the data analysis because only this data analysis that can see whether the result of the students' post-test are significant different achievement. The data was 0.014 then the null hypothesis is rejected. Because the significant 2 tailed < 0.05 . So the alternative hypothesis was not rejected and this research is established effective. It can be seen that $t_{count} > t_{table}$ ($2,531 > 2,048$) then the null hypothesis (H_0) is rejected. So the alternative hypothesis (H_a) is accepted. This research has proven that the reading comprehension achievement between students who are taught by Student Teams Achievement Divisions (STAD) and students who are taught by Team Assisted Individualization (TAI) is different.

The mean value of the experimental class (Student Teams Achievement Divisions) had gotten higher achievement the control class (Team assisted Individualization). ($75.00 > 67.50$), so the experimental class posttest (Student Teams Achievement Divisions) is more effective for teaching reading recount text than the control class (Team assisted Individualization). So, that the Student Teams Achievement Divisions (STAD) cooperative learning model is surely effective for teaching reading recount text.

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